

GCE Subject Level Guidance for Dance

March 2015

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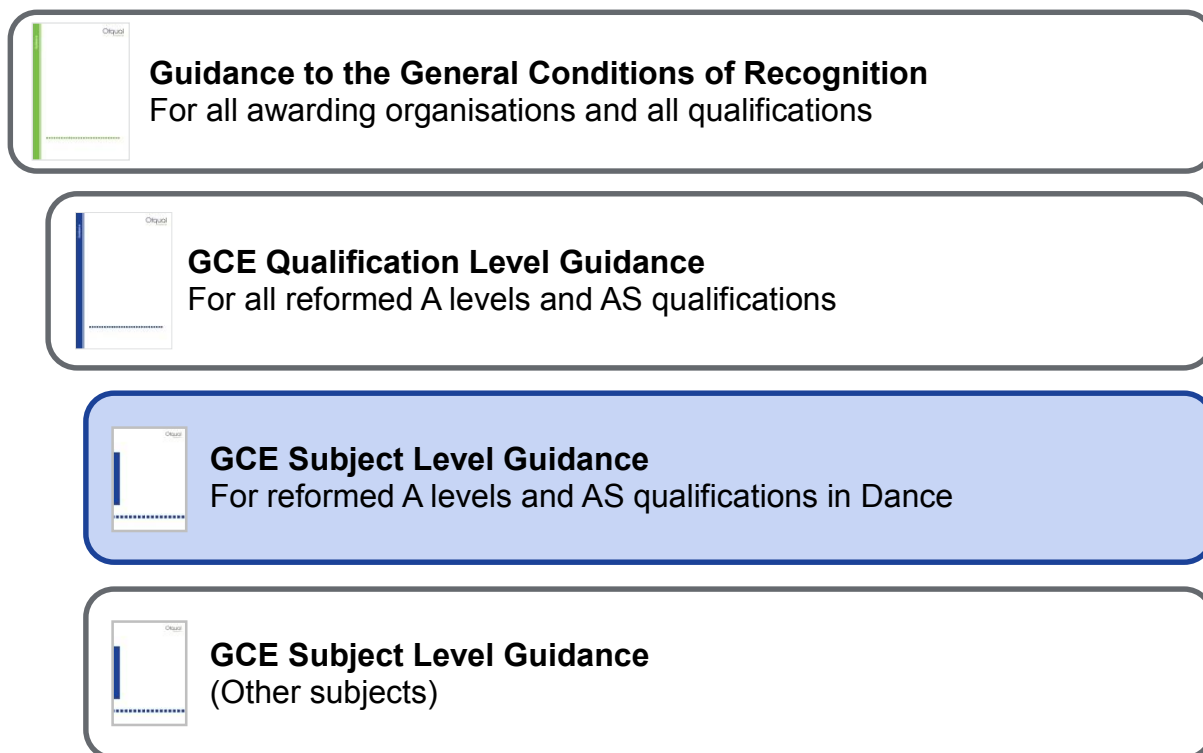


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Introduction

This document (highlighted in the figure below) is part of a suite of documents which outlines our guidance for awarding organisations offering GCE Qualifications.



This document sets out guidance which applies to the following qualifications:

- all GCE A levels in Dance awarded on or after 1 April 2018; and
- all stand-alone GCE AS qualifications in Dance awarded on or after 1 April 2017.

This guidance supports the *GCE Subject Level Conditions and Requirements for Dance*.¹

This document constitutes guidance for the purposes of section 153 of the Apprenticeships, Skills, Children and Learning Act 2009 (the '2009 Act') and Condition GCE(Dance)1.2.

An awarding organisation has a legal obligation under the 2009 Act to have regard to this guidance in relation to each GCE Qualification in Dance that it makes available

¹ www.gov.uk/government/publications/gce-subject-level-conditions-and-requirements-for-dance

or proposes to make available. Condition GCE(Dance)1.2 imposes the same obligation in respect of the guidance below which is issued under that Condition.

An awarding organisation should use the guidance to help it understand how to comply with the *GCE Subject Level Conditions and Requirements for Dance*.

Guidance set out in this document

This document provides guidance on assessment objectives for GCE Qualifications in Dance.

Guidance on assessment objectives for GCE Qualifications in Dance

Condition GCE(Dance)1.2 allows us to specify requirements and guidance relating to assessment objectives for GCE qualifications in Dance.

We published our requirements in relation to assessment objectives AO1 to AO4 and their respective weightings in *GCE Subject Level Conditions and Requirements for Dance*, and reproduce them in the table below.

	Objective	Weighting (A level)	Weighting (AS)
AO1	Perform dance through the application of physical, technical, interpretative and performance skills.	25%	25%
AO2	Create dance, applying choreographic skills, to communicate artistic intention.	25%	25%
AO3	Demonstrate knowledge and understanding of performance and choreography from different periods and genres.	20–25%	25–30%
AO4	Critically appreciate and assess performance and choreography, through making analytical, interpretative and evaluative judgements.	25–30%	20–25%

We set out below our guidance for the purposes of Condition GCE(Dance)1.2. This guidance explains how we expect awarding organisations to interpret these assessment objectives in terms of:

- the discrete ‘elements’ within each assessment objective that questions and tasks could target and/or seek to credit – our expectation is that each and every question/task should target or seek to credit at least one of these elements, and may target or seek to credit multiple elements across one or more assessment objectives;
- the coverage expectations, such as in relation to the different elements within each assessment objective and how those elements should be sampled over time; and
- the key areas of emphasis in each assessment objective and the particular meaning for the subject of any key terms and phrases used; defined terms are shown in bold text, followed by their definitions.

In line with the obligations set out in Condition GCE(Dance)1.2, we expect awarding organisations to be able to demonstrate how they have had regard to this guidance. For example, an awarding organisation could map how it has regard to the guidance as it:

- develops its sample assessment materials;
- delivers the qualification;
- develops and applies its approach to sampling the elements into which the assessment objectives are divided; and
- monitors the qualification to make sure it addresses all elements appropriately.

AO1: Perform dance through the application of physical, technical, interpretative and performance skills.				25% (A level) 25% (AS)
Strands	Elements	Coverage	Agreements and definitions	
n/a	This AO is a single element.	<ul style="list-style-type: none"> Full coverage in every task that addresses it. 	<ul style="list-style-type: none"> In the performance of dance, physical, technical, interpretative and performance skills are intrinsically linked. Learners may display them in different proportions, but the skills would always be assessed as a whole. 	

AO2: Create dance, applying choreographic skills, to communicate artistic intention.			25% (A level) 25% (AS)
Strands	Elements	Coverage	Agreements and definitions
n/a	This AO is a single element.	<ul style="list-style-type: none"> Full coverage in every task that addresses it. 	<ul style="list-style-type: none"> Artistic intention includes: <ul style="list-style-type: none"> choreographic intention; cognisance of the purposes, characteristics and principles of the art form and how these contribute to the structuring of individual choreographic intention; the interplay between genre and style in the generation, selection and development of the features of the dance; the treatment of the subject matter to convey meaning. The skills involved in the creation of dance are intrinsically linked, and should be assessed together.

AO3: Demonstrate knowledge and understanding of performance and choreography from different periods and genres.			20–25% (A level) 25–30% (AS)
Strands	Elements	Coverage	Agreements and definitions
n/a	This AO is a single element.	<ul style="list-style-type: none"> Full coverage in each set of assessments² (but not every assessment). 	<ul style="list-style-type: none"> Knowledge and understanding of performance and choreography are intrinsically linked at this level, and should be assessed together, in the context of specific periods and genres. Periods can be different lengths depending on the complexity and amount of dance activity in the historical location, but should be of sufficient length to support achievement of the AO. Subject specific terminology should be used to demonstrate knowledge and understanding.

² For the purposes of this guidance, a 'set of assessments' means the assessments to be taken by a particular Learner for a GCE Qualification in Dance. For clarity, the assessments taken by Learners may vary, depending on any possible routes through the qualification.

AO4: Critically appreciate and assess performance and choreography, through making analytical, interpretative and evaluative judgements.			25–30% (A level) 20–25% (AS)
Strands	Elements	Coverage	Agreements and definitions
n/a	1a – Critically appreciate and assess performance, through making analytical, interpretative and evaluative judgements.	<ul style="list-style-type: none"> A reasonable balance between elements 1a and 1b in each set of assessments (but not every assessment). 	<ul style="list-style-type: none"> Critically appreciate means engaging in analysis, interpretation and evaluation to arrive at a developed understanding of the significance of performance and choreography in relation to genre and style. It includes the use of appropriate subject-specific terminology. Assess builds on critical appreciation to offer valid considerations of worth or value (or both) related to purposes, genre and style. Making evaluative judgements means offering a critique of choreographic intention and artistic purpose that also addresses choreography and performance in relation to genre and style. In the context of this AO, analytical, interpretative and evaluative judgements are linked and should be assessed together.
	1b – Critically appreciate and assess choreography, through making analytical, interpretative and evaluative judgements.		

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